**Hester -7th Grade Science**

**Unit - Adaptations**

**Objectives** – Students will design a K,P,C,O,F,G.S for animal IDentification **Blooms :**

**Creating**: can the student create new product or point of view?

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| **Evaluating**: can the student justify a stand or decision? |
| **Analyzing**: can the student distinguish between the different parts? |
| **Applying**: can the student use the information in a new way? |
| **Understanding:** can the student explain ideas or concepts? |
| **Remembering:** can the student recall or remember the information? |

**Materials/Resources Needed:**

**Anticipatory Set – Get out and pencils/ paper / IPad**  
**Objective/Purpose To check for understanding**  
**Prior Knowledge The TEKS from   
  
Model –I will show them an example**

**Check for Understanding –I will walk around and check on progress**

**Guided Practice** – I will help them

**Closure** –I will let students share their project

**Independent Practice** –None

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| **Bloom’s Taxonomy**  New Bloom Triangle Old Bloom Triangle  **New Version Old Version** | |
| **Creating**: can the student create new product or point of view? | assemble, construct, create, design, develop, formulate, write |
| **Evaluating**: can the student justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate, justify |
| **Analyzing**: can the student distinguish between the different parts? | compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test |
| **Applying**: can the student use the information in a new way? | choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write |
| **Understanding:** can the student explain ideas or concepts? | classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase |
| **Remembering:** can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce, state |